



Inspection Report

Rhostyllen Playgroup

**Parish Hall
Vicarage Hill Rhostyllen
Wrexham
LL14 4AR**



Date Inspection Completed

19/01/2024

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About Rhostyllen Playgroup

Type of care provided	Children's Day Care Sessional Day Care
Registered Person	Deborah Roberts Rhiannon Rowbottom
Registered places	30
Language of the service	English
Previous Care Inspectorate Wales inspection	8 June 2022
Is this a Flying Start service?	Click or tap here to enter text. No
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

For further information on ratings, please see the end of this report

Summary

Children have choices and make decisions about how they spend their time. They settle well and are happy in the care of the staff. Children learn to cooperate and share with their peers and enjoy playing alongside their friends. They develop and learn a range of skills through their play.

Staff implement appropriate routines and procedures to keep children safe. They support and encourage children to have a healthy lifestyle through the food and drink choices offered. Staff are caring and responsive to the needs of the children. They interact with them well and provide suitable support, resources, and activities.

The environment is a suitable and safe place for children to play and learn. People who run the setting ensure risks are identified and managed well. The spaces used are inviting and child friendly. Resources and facilities are easily accessible and appropriate for the ages and stages of development of the children.

People who run the setting manage it well. They ensure nearly all the required paperwork is kept up to date and reflects the care provided. Regular self-assessment of the setting ensures improvements are made. There is a good team of staff who work well together to ensure the sessions run smoothly. Good relationships developed allow information to be shared and for staff to support parents if needed.

Children can choose from the variety of activities and resources available to them. They freely move around playing in the different areas. Children have a voice and express their needs confidently, knowing staff will respond effectively and with consideration and care. For example, a child expressed that they wanted to paint a picture, so staff ensured they had the resources they needed to do so. Children have some choice at snack time as they choose to have water or milk to drink.

Nearly all children are settled at the service. They separate well from their parents and are happy in the care of the staff. Those children who are new to the setting are provided with appropriate care and support to enable them to settle. Children are happy and relaxed as they are familiar with the environment and the routines. For example, children knew when they heard the tambourine, they had to stop their play and wait for instructions on what to do next, such as tidy up before snack.

Children make positive friendships and enjoy interacting with their peers. Children learn to share and understand the needs of others. For example, a group of children played cooperatively together in the sand tray. They shared the space and resources well. Children show respect towards each other, staff, and the resources. They regularly say please and thank you and use the items they play with appropriately.

Children engage appropriately in an activity they have chosen. They enjoy their experiences and play opportunities. For example, two children laughed and were keen to show others that their magnets stuck to each other and different items around the room. Children generally take part in freely chosen and adult led activities with enthusiasm and interest. However, sometimes adult led activities are not appropriately paced and children lose interest.

Children have access to suitable activities and facilities that enable them to develop and learn a range of skills. They are supported and encouraged to be independent during their play and the routines. For example, children were encouraged to put their coats on themselves to go outside and during snack they were supported to develop their independence when pouring their own drinks and feeding themselves.

Care and Development

Good

Staff keep children safe and implement the settings policies and procedures effectively. Those staff we spoke with, confidently told us about the safeguarding policy, evidencing they knew the correct procedure to follow should they have concerns about a child. Staff accompany children to the toilets to ensure their safety as the building is used by other members of the community. Fire drills are conducted regularly so staff and children are aware of the procedure to follow in an emergency. Accurate records are kept of staff and children's attendance so everyone can be accounted for in an emergency. Records showed accidents and incidents are recorded appropriately and signed by parents to show the information has been shared. Staff have up to date first aid training, so they can deal with medical incidents appropriately.

Staff implement appropriate routines to help promote a healthy lifestyle. They provide nutritious options for snack including, soup, yoghurt and milk or water to drink. They follow good cleaning and hygiene procedures including handwashing regularly and cleaning tables before they are used for snack. Staff ensure children have opportunities to access the outdoors so they can be active and get fresh air.

Staff are caring and supportive towards the children. They interact with them well to ensure they model expected behaviours. However, they do not always sit at the table with the children during snack to model good behaviour as they are completing routines such as washing up. Staff play alongside children and help them learn the importance of sharing and taking turns. For example, a staff member sat with a group of children as they shared books. Staff explained in an appropriate and child friendly manner the importance of allowing other children to share the book. Staff are consistent in their approach to dealing with unwanted behaviour. They use age-appropriate explanations and discussions to defuse any situations to avoid them escalating.

Staff have a good understanding of the needs of the children they care for. They provide suitable resources and activities that support children to learn and develop. However, some group activities, such as story and song time, are not paced appropriately and sometimes children lose interest and become distracted. Staff plan appropriately and track the individual progress of each child, so they know what their next steps in learning are. Staff work well with outside agencies and parents to support and implement appropriate routines and activities to support children with additional learning needs (ALN).

Environment

Good

Entrance to the setting is secure with the main door being kept locked to prevent unauthorised access and children being able to leave unsupervised. However, staff are not consistent in recording visitors to the setting. The outdoor area is a secure space with suitable fencing surrounding the space. People who run the setting complete risk assessments on the environment to ensure it is a safe space for children. These are reviewed and updated regularly to ensure they are suitable. Daily checks are completed at the beginning and end of the sessions to ensure no new hazards have occurred. However, these are not recorded.

People who run the setting have ensured it is a suitable environment for the children. The main playroom is spacious enough for the number of children attending. The main room is appropriately decorated, and the displaying of children's work gives children a sense of belonging and pride. Access to the outdoor area is along a corridor so opportunities to go outside are always planned so children are sufficiently supervised. The outdoor area gives children an opportunity to get fresh air and be active. The different surfaces give children a range of experiences with a hard surface for riding bikes and trikes and a barked area for the fixed play equipment.

People who run the setting provide some resources and equipment that are appropriate for the ages and stages of development of the children. Inside there are areas of learning for children to access. These include a home corner, construction area and craft materials. There are some natural materials available, and a few real items are used to enhance children's experiences. For example, handbags, plastic jugs and oven gloves in the role play kitchen area. Outside is equipped with fixed play equipment including, wooden playhouse and a plastic kitchen, mud kitchen, bikes and trikes.

Leadership and Management

Good

People who run the setting manage it well. Nearly all the policies and procedures were appropriate and reflected the care offered. However, the safeguarding policy was missing some information and needed reviewing. The statement of purpose included all the required information so parents could decide if it was the right care for their child. Paperwork was well organised and easy to follow so information could be found quickly.

People who run the setting complete a self-assessment to support them in improving the quality of care. Opinions from staff and parents are collected and children's needs and interests are known so they can all be considered when identifying areas for development and making positive changes. For example, parents commented on the setting providing more outdoor play opportunities. The setting have purchased a new storage shed and mud kitchen to help them improve the space.

People who run the setting have a good team of staff who work well together to ensure the sessions run smoothly. Staff files evidenced a robust recruitment process to ensure staff are suitable to care for children. This included people who run the setting ensuring all the required checks are completed and staff have the training needed to support them in their role. The leader of the setting conducted regular supervisions and appraisals with staff. This helped to ensure information was shared and training needs identified. However, the leader did not always have an opportunity for her supervision and appraisal.

People who run the setting have a good relationship with parents. They ensure they provide opportunities for parents to speak to them at the beginning and end of the sessions so that information can be shared. Details of daily activities and children's experiences are regularly shared electronically. Parents have opportunities to help at the setting as part of the rota system in place and people who run the setting have coffee mornings so parents can attend a session to see how it operates. Parents evenings are arranged to discuss children's development and share learning experiences. People who run the setting and staff support children in feeling part of the community by taking them on walks to local places of interest such as the nearby park.

Summary of Non-Compliance

Status	What each means
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people’s well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement

Regulation	Summary	Status
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N/A	No non-compliance of this type was identified at this inspection	N/A
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Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
Standard 24 - Safety	To keep an accurate record of visitors.
Standard 20 - Child protection	To ensure the safeguarding policy includes all the information required in relation to whistleblowing.

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
To sit with the children at snack time to make it a sociable experience.
To ensure all group activities are paced appropriately to keep children focused and engaged.
To keep a written record of the safety checks completed daily.
To ensure supervisions and appraisals for the leader are completed consistently.

Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children’s well-being.
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children’s well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

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Date Published 16/02/2024